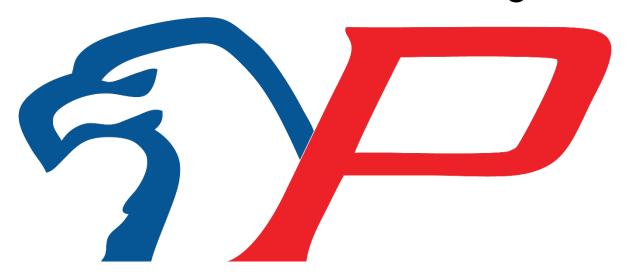# School Plan for Student Achievement
Pinedale Elementary

7/1/24-6/30/25

Contact:
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Our parent involvement
policy can be found here:

Click Here

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pinedale Elementary School	10621176109235	May 14, 2024	June 12, 2024

Table of Contents

District Goals and Plan Overview

The purpose of the School Plan for Student Achievement (SPSA) is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Our district AIMS as well as our district's CLASSI goals are woven throughout our plan to meet the high expectations our district holds for our school sites, staff, students, and community.

District AIMS:
AIM I: Maximize Achievement for ALL Students
AIM II: Operate with Increasing Efficiency and Effectiveness
AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Within our SPSA we have created a plan that focuses on increasing academic performance around English Language Arts and math. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our ELA, Math, Chronic Absenteeism, and Suspensions for all students, but with a focus on the following subgroups: white. We remain an ATSI school this year due to our white subgroup having high suspension and chronic absentee rates.

Educational Partner Involvement

How, when, and with whom did Pinedale Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our educational partners, including but not limited to our SSC, ELAC, and staff, play a huge role in the creation, monitoring, and revisions of our School Plan for Student Achievement. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports for students and families, and more. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. Our committees then discussed possible next steps and needed changes as well as made recommendations to site administration for our SPSA.

The following recommendations were made:
*Providing parent workshops for ways in which parents can support students from home
*Continuing to fund SRL and Liaison
*Making sure there is universal parent outreach throughout the school for news

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

Our data points to an inequity in our suspension and chronic absentee rate for our White subgroup. We recognize that one factor to this is that this is one of the smallest demographic subgroup on our campus; making it more important that we are intentional in our practices amongst all subgroups and even more so in our White subgroup. Based on a review of data along with parent and educational partner input, and student interviews, we found a resource inequity exists within our program in the area of suspension and attendance rates within our white subgroup. Our needs assessment and data analysis revealed that our white student groups are suspended more often than other subgroups and to address this inequity, our site will provide professional learning for our staff around trauma informed practices, alternatives to suspension, and other research-based practices that will allow us to close the suspension gap. More information around these actions can be found in goal 2 of our site plan. Additionally, to improve chronic absenteeism we plan to continue home communication from our HSL as well as hiring an SRL to provide support and mentoring for students.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

*Pinedale has no overall indicators in that fell into red on the California Data Dashboard.

*Pinedale has the following subgroups who fell into orange Indicators overall: Suspension Rates, ELA, and Math

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The following subgroups have two or more indicators below the all student performance level in the following areas:
*White in chronic absenteeism

Additionally, the following indicators are red on our dashboard for the following subgroups:
*Suspension Rates: White
*Chronic Absentee: White
*English Language Arts: SWD

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Local indicators and educational partner feedback also indicate that we have needs in the following areas:

*Continued intervention supports in place for students who are performing below grade level

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
ELA Overall Met / Exceeded		**Math Overall Met / Exceeded**	
2022-2023	57.4 points below standard	**2022-2023**	60.6 points below standard
2021-2022	34.0 points below standard	**2021-2022**	54.4 points below standard
2018-2019	25.5 points below standard	**2018-2019**	38.5 points below standard
Subgroup DATA 2022-2023		**Subgroup DATA 2022-2023**	
SWD	96.5 points below standard	**SWD**	92.3 points below standard
EL	59.6 points below standard	**EL**	65.8 points below standard
SED	65.4 points below standard	**SED**	70.6 points below standard
Hispanic	60.4 points below standard	**Hispanic**	67.8 points below standard
Asian	40.3 points below standard	**Asian**	31 points below standard
AA	56.2 points below standard	**AA**	56.6 points below standard
Two or More Races		**Two or More Races**	

Annual Review Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
Based on last year's SPSA we were able to hire support staff to help provide intervention and purchase technology and other supplemental materials to support student learning. We were also able to implement PD for our staff to increase academics.
Identified Need(s) As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.

Based on our data analysis and needs assessment, we need to:
*Refine our instructional practices and focus on essential standards and alignment with CFA's
*Continue academic supports in language acquisition for our English Language Learners
*Increase academic supports in ELA for all students, with special consideration for our SWD

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
Increase academic achievement in ELA and Math state and local assessment scores by 5%	G1 A1: Continue use of AVID WICOR strategies across content areas to support all student groups with an emphasis on our SWD subgroups Strategies include: *PD *PD supplies / supplemental AVID student materials *Release time for teachers (if needed) *Collaboration with our RSP staff	1. Evidence of implementation of WICOR strategies across content areas (walk-throughs) 2. CFA assessment results including diagnostics 3. State and Local EOY assessment results 4. Continued growth on the ELPI indicator 5. Push-in model for RSP for 4th-6th	1. No baseline data yet 2. No baseline data yet 3. Listed above 4. ELPI-59.6% 5. No baseline data yet	1. 100% of teachers using across content areas 2. iready-growth by 5% 3.5 % increase in overall and in subgroup data 4. ELPI -70% making progress 5. Push-in time occurs during core instruction
	G1 A2: Continue Intervention Supports and provide supplemental materials for students to increase academics.	1. Iready Diagnostics beginning, mid, and EOY	1. Baseline will be indicated in the fall	1. Growth on iready throughout the year

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	Strategies include: *Technology *Hire Intervention staff/BIA *Supplemental reading materials *Supplemental math materials *Technology apps/resources			
	G1 A3: Continue Professional Development Strategies include: *PD *PD materials *Release time for teachers	1. Teacher attendance at PD 2. Student academic outcomes	1. Baseline indicated by fall iready	1. Growth on iready throughout the year
	G1 A4: Accelerating and enhancing student academic experiences and student engagement Strategies include: *academic based field trips that supplement the core curriculum *supplemental materials and resources *Parent engagement activities to support student engagement at school	1. CFA scores	1. Baseline data in fall	1. Growth on CFA scores

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups

Additional supports will be provided for our EL students as indicated above. Our SWD and RSP students, which had a red indicator on the dashboard will also be provided with support in the classroom from aides as well as provided technology to enhance learning.	Our lowest were our SWD; additional supports are listed above.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
G1 A1: Continue use of AVID WICOR strategies across content areas to support all student groups with an emphasis on our SWD subgroups Strategies include: *PD *PD supplies / supplemental AVID student materials *Release time for teachers (if needed) *Collaboration with our RSP staff	*All Students *SWD	District Funded
G1 A2: Continue Intervention Supports and provide supplemental materials for students to increase academics. Strategies include: *Technology *Hire Intervention staff/BIA *Supplemental reading materials *Supplemental math materials *Technology apps/resources	*All Students *EL students	27759 LCAP Supplemental 12212.21 LCAP Intervention 6364.02 Title III English Learner 291667 Title I 7228 Title I
G1 A3: Continue Professional Development Strategies include: *PD	*All Students *EL Students *SWD	13931.51 LCAP Supplemental

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
*PD materials *Release time for teachers		10000 Title I
G1 A4: Accelerating and enhancing student academic experiences and student engagement Strategies include: *academic based field trips that supplement the core curriculum *supplemental materials and resources *Parent engagement activities to support student engagement at school	*All students	3000 LCAP Supplemental 5290.73 Title I Part A: Parent Involvement

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
Chronic Absenteeism DATA		**Suspension DATA**	
2022-2023	29.8% Chronically Absent	**2022-2023**	5% suspended at least one day
2021-2022	43.6% Chronically Absent	**2021-2022**	4.1% suspended at least one day
2018-2019	10.4	**2018-2019**	4.9
Subgroup DATA 2022-2023		**Subgroup DATA 2022-2023**	
SWD	39.6% Chronically Absent	**SWD**	4.7% suspended at least one day
EL	18.1% Chronically Absent	**EL**	0% suspended at least one day
SED	30.5% Chronically Absent	**SED**	5.2% suspended at least one day
Hispanic	31.2% Chronically Absent	**Hispanic**	4.7% suspended at least one day
Asian	13.3% Chronically Absent	**Asian**	0% suspended at least one day
AA	24% Chronically Absent	**AA**	7.7% suspended at least one day
Two or More Races		**Two or More Races**	

Annual Review Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
Based on last year's SPSA goals, we were able to increase communication with our parents around attendance and provide additional resources for our families around SEL to improve attendance and decrease suspension rates. We also hired an additional Home liaison to support with family connectedness.
Identified Need(s)

As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.
While we saw a decrease overall in chronic absentee rates, we still have a high percent of students who were chronically absent in the White subgroup.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
Decrease chronic absenteeism by 5%	Increase family engagement, communication, educate parents on policies and the importance of being at school, and to help provide incentives or materials to increase attendance and decease suspensions. Strategies will include: *Staffing (hiring of HSL to help support family engagement, build relationships, educate parents, etc.) *Supplemental resources for families *Family engagement events	on-going monitoring of chronic absences	Overall Chronic Absentee rates: 29.8% white subgroup-red indicator	Decrease by 5% white subgroup-orange indicator
Decrease suspension rates by 1%	Increase student engagement, support, and mentoring Strategies will include: *Staffing (hiring an SRL to provide support and mentoring for students as well as to support monitoring and behavior interventions) *Supplemental SEL resources	On going monitoring of referral and suspension data	Suspension rates: 5% white subgroup-red indicator	Decrease by 1% white subgroup-orange indicator

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	*PD for SRL on research based strategies to support a reduction of behaviors			

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
*EL students will have communications translated as needed to support an increase in communication to this subgroup of students. Our transitions team will provide additional supports to our EL, SED, and FY subgroup.	Our lowest performing subgroup for both chronic absences and suspension rate is our white subgroup. We will provide SEL resources as well as HSL communication with families to support this subgroup.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
Increase family engagement, communication, educate parents on policies and the importance of being at school, and to help provide incentives or materials to increase attendance and decease suspensions. Strategies will include: *Staffing (hiring of HSL to help support family engagement, build relationships, educate parents, etc.) *Supplemental resources for families *Family engagement events	*All students *White students	28082.20 Title I
Increase student engagement, support, and mentoring Strategies will include:	*All students *White students	45000 Title I

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
*Staffing (hiring an SRL to provide support and mentoring for students as well as to support monitoring and behavior interventions) *Supplemental SEL resources *PD for SRL on research based strategies to support a reduction of behaviors		

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$$393,631.95
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$450,534.67
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	$44,690.51	0.00
Title III English Learner	$6,364.02	0.00
LCAP Intervention	$12,212.21	0.00
Title I	$381,977.20	0.00
Title I Part A: Parent Involvement	$5,290.73	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$381,977.20
Title I Part A: Parent Involvement	$5,290.73
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $387,267.93

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCAP Intervention	$12,212.21
LCAP Supplemental	$44,690.51
Title III English Learner	$6,364.02

Subtotal of state or local funds included for this school: $63,266.74

Total of federal, state, and/or local funds for this school: $450,534.67

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Role
Debra Bolls	Principal
Kirsten Hernandez	Teacher
Gloria Tovar	Teacher
Carlie Negrete	Teacher
Tiffany Duran	Other Staff Member
Elsa Tellez	Parent Member
Derek Barcellos	Parent Member
Guadalupe Arreguin	Parent Member
Esperanza Soto	Parent Member or Secondary Student
Clevin Musngi	Parent Member or Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: SSC and ELAC (if applicable)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 14, 2024.

Attested:

Principal, Debra Bolls on May 14, 2024

SSC Chairperson, Esperanza Soto on May 14, 2024